

## SCOTT'S BRANCH HIGH

9253 Alex Harvin Highway  
Summerton, SC 29148

**GRADES** 8-12 High School

**ENROLLMENT** 483 Students

**PRINCIPAL** Kenneth E. Mance 803-478-7818

**SUPERINTENDENT** Omega D. Hilton (Interim Supt.) 803-485-2325

**BOARD CHAIR** John D. Bonaparte 803-478-8711

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	1	5

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Good	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Average	Excellent	No
<b>2004</b>	Average	Unsatisfactory	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	51.9	N/A	N/A	56.6	N/A	N/A
<b>Passed 1 subtest</b>	21.7	N/A	N/A	20.0	N/A	N/A
<b>Passed no subtests</b>	26.4	N/A	N/A	23.4	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	87.9%	77.5%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	5.4	1.8
<b>Seniors who met the SAT/ACT requirement</b>	5.4	1.8
<b>Seniors who met the grade point average</b>	25.0	24.7

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	57	85
<b>Number of Diplomas</b>	47	53
<b>Rate</b>	82.5%	64.2%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	66	87.9	56	5.4	57	82.5	NO
Gender							
Male	31	83.9	20	5.0	21	76.2	N/A
Female	35	91.4	36	5.6	36	86.1	N/A
Racial/Ethnic Group							
White	2	I/S	0	N/A	0	N/A	N/A
African-American	64	89.1	56	5.4	57	82.5	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	61	93.4	51	5.9	52	88.5	N/A
Disabilities other than speech	5	20.0	5	0.0	5	20.0	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	64	89.1	56	5.4	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	66	87.9	56	5.4	57	82.5	N/A
Socio-Economic Status							
Subsidized meals	63	87.3	55	3.6	49	81.6	N/A
Full-pay meals	3	I/S	1	I/S	8	87.5	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	131	80.9	29.7	32.7	26.7	10.9	50.5	YES	NO
<b>Gender</b>									
Male	69	81.2	38.9	33.3	22.2	5.6	42.6	N/A	N/A
Female	62	80.6	19.1	31.9	31.9	17.0	59.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	128	82.8	29.7	32.7	26.7	10.9	50.5	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	111	82.0	18.6	37.2	31.4	12.8	59.3	N/A	N/A
Disabled	20	75.0	93.3	6.7	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	80.9	29.7	32.7	26.7	10.9	50.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	131	80.9	29.7	32.7	26.7	10.9	50.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	117	82.9	27.7	34.0	27.7	10.6	52.1	YES	NO
Full-pay meals	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	131	80.9	46.5	33.7	16.8	3.0	34.7	YES	NO
<b>Gender</b>									
Male	69	81.2	50.0	33.3	13.0	3.7	31.5	N/A	N/A
Female	62	80.6	42.6	34.0	21.3	2.1	38.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	128	82.8	46.5	33.7	16.8	3.0	34.7	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	111	82.0	37.2	39.5	19.8	3.5	40.7	N/A	N/A
Disabled	20	75.0	100.0	N/A	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	80.9	46.5	33.7	16.8	3.0	34.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	131	80.9	46.5	33.7	16.8	3.0	34.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	117	82.9	44.7	34.0	18.1	3.2	35.1	YES	NO
Full-pay meals	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 483)</b>				
Retention rate	17.8%	Up from 1.0%	18.1%	9.1%
Attendance rate	97.9%	Up from 94.5%	95.6%	96.0%
Eligible for gifted and talented	8.0%	Down from 10.3%	1.5%	5.8%
With disabilities other than speech	13.2%	Up from 12.3%	17.4%	12.7%
Older than usual for grade	18.2%	Up from 15.1%	19.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 27.3%	0.1%	1.6%
Enrolled in AP/IB programs	9.1%	Up from 3.0%	0.0%	10.2%
Successful on AP/IB exams	N/AV		10.2%	53.8%
Annual dropout rate	1.7%	Up from 0.8%	1.3%	2.7%
Career/technology students in co-curricular organizations	0.0%	Down from 4.5%	1.9%	3.6%
Enrollment in career/technology center courses	117	Down from 182	274	466
Students participating in worked-based experiences	0.0%	Down from 5.5%	22.9%	25.7%
Career/technology students mastering core competencies	75.8%	Up from 57.5%	63.4%	77.7%
Career/technology completers placed	96.9%	Down from 97.0%	97.3%	99.3%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	40.0%	No change	47.6%	52.0%
Continuing contract teachers	83.3%	Down from 90.0%	77.1%	82.1%
Highly qualified teachers**	94.4%	N/A	83.1%	89.5%
Teachers with emergency or provisional certificates	14.8%		11.6%	8.6%
Teachers returning from previous year	79.3%	Down from 83.0%	80.4%	86.2%
Teacher attendance rate	89.4%	Down from 92.1%	94.9%	95.3%
Average teacher salary	\$40,532	Down 1.3%	\$39,910	\$41,060
Prof. development days/teacher	6.9 days	Down from 11.9 days	11.2 days	10.6 days
<b>School</b>				
Principal's years at school	1.5	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 25.4 to 1	17.3 to 1	26.4 to 1
Prime instructional time	84.5%	Up from 84.2%	88.0%	90.0%
Dollars spent per pupil*	\$6,124	Down 7.4%	\$9,182	\$6,310
Percent of expenditures for teacher salaries*	53.9%	Up from 48.0%	58.2%	57.9%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
Parents attending conferences	57.1%	Down from 58.1%	79.0%	89.3%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-04 school year was an extremely unique and exciting time. We saw our students grow tremendously in several areas. We went through a very interesting time of being interviewed during the commemoration of the Briggs vs. Elliott (Brown vs. Board of Education) Supreme Court decision. Our students learned a lot during these times and they also taught others about our heritage. Our students re-enacted the original walk of the children of the petitioners.

Our students continue to show notable growth academically as well as emotionally. Some of our greatest achievements are: 1)Our seniors were recipients of over \$950,000 in scholarships. 2)At least 35% of our seniors were honor graduates. 3)Several athletic teams participated in the state playoffs. 4)Preliminary scores show a marked improvement in SAT scores for this year. 5)95% of our graduating seniors passed all parts of the Exit Exam. 6)Our school received the Palmetto Gold award for test score improvement. 7)Our students participated in several projects that included: The Bread Loaf School of English, The Levine Museum of the New South and the University of South Carolina.

We are continuing to make significant progress on student achievement. We continue to identify areas of concern using state test results and benchmark tests. Our curriculum specialist, teacher specialists, and principal leader play important roles in this process. Our assistance team continues to develop strategies to help us attack our weaknesses. Scott's Branch High School was the recipient of an EIA grant to help us set up a keyboarding lab with 28 musical keyboards. We had four math and science teachers to attend NASA training for instruction. We continue to offer our students computer assisted instruction and practice as well as research in several areas.

The area of parental involvement continues to be one of our greatest challenges. We have planned several initiatives to try and increase our parent involvement. We get very good parent cooperation in the child's education, but we are seeking increased participation. We are striving to make our school, our district, and our community exemplary.

Kenneth E. Mance, Principal

Mattie Logan, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	19	54	8
Percent satisfied with learning environment	84.2%	64.8%	I/S
Percent satisfied with social and physical environment	94.4%	65.4%	I/S
Percent satisfied with home-school relations	26.3%	86.5%	I/S

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.